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The education of engineers in circuits and systems will play an important role in their professional functioning within our global world during the coming 40-50 years. In order to discuss, reflect and communicate the CAS Education and Outreach TC of IEEE CAS Society that was set up in 2009. It has been observed worldwide that the current student populations are fluent with ICT, smartphones and social media, and hence typically have a limited attention span and are used to receive instant gratification. It is the vision of the CASEO TC to motivate the public and the students by relating CAS research and education to the many societal challenges of the coming decades (climate change, energy shortage, health care, needs of an aging population, infrastructure, transportation, electronic waste) and to design new attractive didactical processes for new generations of students, and spread successful innovative didactical experiences.

There are several emergent topics and interesting discussion issues on CAS education and outreach. At the level of advancing technologies and didactical methodologies there are methods of blended learning, flipped classrooms, MOOCs, and learning analytics. At the level of the educational trajectories one can of course build on the accumulated CAS knowledge over the past century and the successful didactical processes of the past (see chapter 'the history of CAS education'). However the choice of relevant CAS topics and the sequence require a rethinking for the new students. What are the relevant concepts for a concepts inventory? Should the traditional sequence of analog circuits and analog signal processing before the digital circuits and digital signal processing be reversed or interlaced? Can hands on experience, and problem-based learning stimulate interest and insight? Should experience with alternative educational frameworks like CDIO (conceive, design, implement, and operate) or community service engineering starting from global challenges be shared more? Should basic CAS courses already involve environmental, societal and ethical issues?